

PROGRAM REVIEW Fall 2020

Program: Early Care and Education

Division: BSSL

Date: November 1, 2020

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SLO/SAO Point-Person: Nadiyah Taylor

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in the processes of creating Division Summaries, determining College Planning Priorities and allocating resources. A final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g. Instructional Equipment Request Process) or directed to your dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2020-21 academic year. It should describe plans starting now and continuing through 2021-22.

Sections: This Program Review has been shortened due to the COVID-19 pandemic. The Program Review Committee understands that you are completing this program review in a time of stress and disruption and that this may affect many of your responses. Sections and questions are marked with the name of the committee or office that will use the information.

- The first section focuses on general program reflection and planning.
- The second section has specific questions to be filled out by all programs this year.
- The third section is a review of curriculum, to be filled out only by programs with curriculum.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. <https://bit.ly/3fY7Ead>

Instructions:

- 1) Please respond to each question as completely as possible.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional: Communicate with your dean about completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean by Monday, November 2.

Links:

Program Review Home Page: laspositascollege.edu/instructionalprogramreview

Fall 2019 Program Reviews: laspositascollege.edu/programreview/pr2019.php

Frequently Asked Questions: laspositascollege.edu/instructionalprogramreview/programreviewfaqs.php

Section One: Program Snapshot [Program Review Committee]

For assistance with this section, contact the Program Review Committee Chair. [<https://bit.ly/3fY7Ead>]

No Significant Changes Option

Contact person: _____

By marking an X in the box above, the writers of this Program Review indicate that there have been no significant changes to their program or their program's needs in the past year. In this case, programs may opt not to complete Program Review Section One: Program Snapshot. **Programs must still complete all other sections (as applicable).**

Please note: Choosing this option means that your program's information may not be included in the yearly Division Summary.

The No Significant Changes Option may only be used for two years in a row; after two years, programs must complete a full Program Review including the Program Snapshot. Our program's most recent Program Snapshot was submitted in the following semester: Fall 20_____.

A. Accomplishments: What plans were achieved during AY19-20? You may describe achievements that were or were not planned in earlier Program Review. Your response may include actions regarding COVID-19. Please highlight any positive impacts to students.

1. We are in a two- year planning cycle to launch an Elementary Education ADT; development activities being funded by the BACCC/ regional collaborative. The coordinator for this project was a part time ECE faculty member who secured full time employment elsewhere. Now we have a new coordinator and we are moving forward in this endeavor.
2. We collaborated with math department resulting in the offering of Math 50 with extra support to our ECE/Math Learning Community.
3. PDC made presentations about the ECE program in the Tri-Valley ROP, Pleasanton and Livermore and at a Dublin High School class. PDC also attended a CTE Fair at Granada High School in Spring 2020.
4. CTE presentations were conducted coordinated by Vicky Shipman. We had a recruitment presentation called “ECE spotlight Virtual presentation in Spring 2020 focusing on recruitment from area high schools.
5. Teacher Pipeline Project collaborations have been ongoing. The launch of the ADT in Early Elementary Education is one large part of this collaboration. There will also be regional marketing efforts, sharing of course outlines, funding strategies, etc.
6. All ECE classes successfully transitioned online March 2020.
7. Because of Covid-19, Lab practicum course, ECE 90, in spring was implemented online with collaboration from CDC leadership, Specialist, Area mentor lead, and numerous stakeholders. This same collaboration aided students in the successful completion of the course.
8. Part-time professors completed training for online course creation and teaching.
9. Curriculum Addendums were completed for ECE 60, 63, 78, 79 and 90
10. 10 new courses, based on the CA preschool learning foundations and curriculum frameworks, were created and approved through the curriculum process and will be offered starting Spring 2021.
11. Collaboration with Articulation Officer to revise Introduction to Education (ECE 10) to make it IGETC worthy. This class is a requirement for the Elementary Education ADT.
12. Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the Director, the ECE faculty and the PDC through CTE funding. Although time to have these meetings has been a challenge, we have made an endeavor to continue to meet.
13. The PDC successfully held a “Sneak Preview” information session for the Fall 2019. This entailed sharing upcoming course offerings, meeting the faculty and also, sharing CCTC permit information with continuing and prospective students. Spring 2020 sneak preview event was planned but cancelled due to Covid-19 shelter in place.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
<input checked="" type="checkbox"/>	Community Partnerships/ Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	<input checked="" type="checkbox"/>	Services to Students
<input checked="" type="checkbox"/>	Course Offerings		Financial/Budgetary	<input checked="" type="checkbox"/>	LPC Collaborations		SLO/SAO Process

x	Curriculum Committee Items		Human Resources		Pedagogy		Student Equity
x	External Factors		Learning Support	x	Professional Development	x	Technology Use

B. Challenges, Obstacles and Needs: Describe any significant challenges, obstacles or needs for your program. Your response may include issues regarding COVID-19. Please highlight any negative impacts for students.

1. Transitioning all ECE Classes online, including Lab courses in March 2020 was challenging. We had students who take classes F2F on purpose because of preference, and also, they know that they do better in the F2F format. Also, some of our part time professors needed assistance in transitioning online mid-semester. Lastly, lab/practicum class needed much collaboration in order to aide students. One student decided not to continue in class; two completed after just after the semester ended, and two others are completing hopefully, in Fall 2020.
2. Lab/Practicum course,ECE 90, was not offered in Fall 2020 thus delaying the progress or completion for certificate/and or degrees for students. There are many child development centers closed and if they are open, only allowing essential employees and not students. Therefore, we thought it necessary to use Fall 2020 to plan future class offerings. In discussions with ECE faculty throughout the state, there are different opinions about offering a Practicum course without F2F labs where students work directly with children to build key skills. In Spring 2021 we are ready to offer this course because the Las Positas CDC is available to us for the F2F experience.
3. The front desk of the CDC is still in need of full day coverage. This is a major security issue considering the traffic that comes in and out of the center. When there is no coverage, faculty and parents that happened to be in lobby area open the door to people that may potentially cause a threat to the well-being of children in the CDC. During this time of Covid -19 restrictions, coverage at the front desk is of utmost importance to maintain the safety of the children, staff, faculty and students; keeping those that may pose a health risk and are not essential the CDC environment, outside of the center.
4. The ideal staffing the CDC would be for each of the classroom to have an opening specialist and a closing specialist each day. This would provide full coverage for lab classrooms that would allow the ECE lab instructor the liberty to go from room to room to observe and grade students' implementations. Lab students must be supervised by a specialist qualified teacher at minimum. Because of 10 minutes breaks, lunch breaks and/or unforeseen times when it is necessary for the specialist to not be in the classroom this can create challenges for students to complete their supervised lab hours.
5. Students have reported some difficulty reaching faculty during enrollment/registration periods for classes due to people not being on campus. We are aware and are intentional in working to solve this issue.
6. Due to stay in shelter, PDC could not process Child Development Permits in person, which many students prefer. She offered support via zoom and email, nevertheless the number of applicants greatly decreased.
7. PDC usually visits every classroom when the semester starts to make connections with students and offer support services. Fall 2020 this was completed virtually, by recording a brief introduction. Despite being available by phone and Zoom, the number of students requesting any kind of support from PDC has decreased leaving students unserved.

Mark an X before each area that is addressed in your response.			Definitions of terms: https://bit.ly/2LqPxOW				
	Community Partnerships/ Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students
x	Course Offerings	x	Financial/Budgetary		LPC Collaborations		SLO/SAO Process
	Curriculum Committee Items	x	Human Resources	x	Pedagogy	x	Student Equity
x	External Factors		Learning Support		Professional Development	x	Technology Use

C. IR Data Review: Describe any significant trends in your program’s data from the office of Institutional Research and Planning. (Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.) You may also discuss any other data generated for your program by the Office of Institutional Research and Planning.

IR Data packets are available here: <https://bit.ly/2lYaFu7>

Course Success Rates Dashboard can be found at the bottom of this page: <https://bit.ly/2Y9vGpl>

For assistance with this question, contact the Director of Institutional Research and Planning. [<https://bit.ly/3fy7Ead>]

Following are the significant trends in our program's data:

1. The majority of our students are seeking either occupational certificate or job training or pursuing transfer options. The Elementary Education ADT will provide another option of transfer.
2. Highest percentage of students in our programs identify as Asian or Latinx, from ages 30 to 39 years and are female. 30% of enrolling students in Fall 2019 had a BS/BA degree. As a department, we may want to think about the services necessary to provide greater success for these students, i.e. embedded tutoring included in classes.
3. There was an 8% increase in grade distribution of A in final grades from Fall 19 to Spring 20. The highest increase of A's before the 19-20 School year was a 5% jump. This may be indicative of the supportive nature of instructors understanding the impact of sudden shelter-in-place and Covid-19 on the lives of students while maintaining the rigor of the courses.
4. Decrease of withdraws from DE courses from 5% noted when comparing Spring 2019 to Spring 2020. Previous Spring terms (2017 to 2019) indicated an increase in withdraws. Perhaps this drop occurred because of the concerted effort to undergird the success of students using the lens of equity.
5. Student Headcount and Total headcount down from 2018/2019 to 2019/2020 in both Fall and Spring terms as in the preceding academic years. Also, students are taking fewer courses; decreasing the department's percentage of full-time students and increasing the percentage of part time students in our department. This may be due to the ongoing, statewide teacher shortage and students having the opportunity for immediacy in obtainment of employment thus deterring students from enrolling in additional college courses, or at least, taking courses at a slower pace.
6. Some students' family members have obtained work locally area and entering students are here for job retraining, after leaving professional positions overseas. A large percentage of these same students are mothers of school age children and because they no longer have the community of help in which accustomed, they are now stay at home moms who initially wanted to take courses to learn more about child development and are now interested in teaching, perhaps due to a having a work schedule that will align with their children's school schedule. These students are especially focused on completing in a timely manner and the ECE-specific advisement is very important and seem to prefer daytime and/or online courses.
7. Students taking only DE classes were 89 (19%) in Spring of 2017 and increased to 109 (25%) in the Spring of 2019. However, there was a decrease of students taking DE classes from Spring 2019 to Spring 2020.
8. From Fall 2018 to Fall 2019 there was a decrease in the non-success rates of DE sections from 73% to 67%. In reviewing the DE sections ECE courses the rates of non-success were elevated. Looking at individual courses we can see there is a downward trend for many courses over the last 4 years. We think this is due to two factors: higher expectations from the workforce for skills students need and offering more classes in DE format. We find that our faculty are being consistent with holding high expectations for students and as the requirements for the field have increased this has resulted in some lowering of success rates. Students who take DE courses tend to be very busy, with many specifically taking the course because they are pregnant or have very young babies. We have tried to advise that taking online classes with an extremely busy schedule may not be in the students' best interest yet we still see this as an obstacle to some students' success.

Mark an X before each area that is addressed in your response.

Definitions of terms: <https://bit.ly/2LqPxOW>

	Community Partnerships/ Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	X	Services to Students
X	Course Offerings		Financial/Budgetary		LPC Collaborations		SLO/SAO Process

	Curriculum Committee Items		Human Resources		Pedagogy	x	Student Equity
x	External Factors	x	Learning Support		Professional Development	x	Technology Use

D. Short Term Planning: What are your most important plans, either new or continuing, for next year? Describe plans starting now and continuing through AY 21-22. (Optional: You may also describe long-term plans if desired.)

1. Implementation of the Elementary Education ADT by Fall 2021, including design of learning cohort, seeking funding, working to establish district relationships for student teaching.
2. We have assignments embedded in each ECE course that showcase students' mastery of the class SLOS. We are planning on having students present mastery assignments in the way of a Portfolio share, hopefully within the next year.
3. Implementing new Workforce Development and Inclusion grants with Alameda County and the Early Care and Education Planning Council. This includes collaborating with Livermore School District, CAPE, and Private programs to offer lab portion of ECE 91.
4. Preparing for any reductions in class offerings due to downturn in the economy.
5. Participating in the state pilot for the ECE Teacher Performance Expectations
6. Continuing collaboration with CALSAC by recruiting participants and offering 3 ECE units delivered in Spanish in Spring 2021
7. Participating in ECE TPE pilot – The CA Commission on Teacher Credentialing is moving to certifying community college ECE/CD programs to recommend teachers for work permits – no longer just accepting student transcripts as evidence of readiness. We are investigating what this may mean for the program and students and with advisory board approval will move forward with the 3-year pilot.
8. Continue to pursue funding options to have the PDC return to 12-month position. Currently, she is funded for 11-months (August – June).
9. In 2021, we plan to and carry out a department retreat to work on course outlines revisions, SLOs, etc.

				Definitions of terms: https://bit.ly/2LqPxOW			
x	Community Partnerships/ Outreach		Facilities, Supplies and Equipment, Software		LPC Planning Priorities	x	Services to Students

x	Course Offerings		Financial/Budgetary	x	LPC Collaborations	SLO/SAO Process
	Curriculum Committee Items		Human Resources		Pedagogy	Student Equity
x	External Factors		Learning Support		Professional Development	Technology Use

Section Two: Institutional Planning Topics (Required for All Programs)

A. Equity [Student Equity and Achievement Committee]: Please describe any recent actions your program has taken to increase equity and/or any challenges your program faces in promoting equity and equity-based decision-making? Areas to consider include students impacted by race/ethnicity, gender, sexuality, age, or disability status, as well as students who are disproportionately impacted due to the shift to remote instruction.

For assistance with this question, contact the Director of Student Equity and Achievement. [<https://bit.ly/3fY7Ead>]

1. Beginning of the semester, we had a mindful discussion around social justice and how equity can be discussed in our classes.
2. We are planning on conducting outreach presentation to local high schools for more recruitment of diverse students in ECE.
3. Have also shared ideas for ways to make remote instruction robust but also flexible and realistic for students. We saw a drop in enrolled students due to COVID and many students taking the extraordinary withdrawal options in the Spring. Faculty report a number of students dealing with loss of employment, family who have passed away, balancing child care duties and their education. Faculty report a level of strain and overwhelm themselves.
4. One large equity topic for us is how to maintain needed rigor and applied work skills in our student teaching class, while also helping students proceed who have health issues or concerns about working with children while COVID rates are high.

B. SLOs/SAOs [SLO Committee]:

You should complete ONE of the following three sections. Please choose the option that is most appropriate for your program:

B1: Instructional Programs with PSLOs

B2: Instructional Programs without PSLOs or with Special Circumstances

B3: Non-Instructional Programs

Skip to the section you chose. If you are not sure which option to pick, contact the SLO Committee Chair or Program Review Committee Chair for assistance.

B1: Instructional Programs with PSLOs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot on how your program plans to collect, discuss and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

As a program, please select one PSLO for a degree or certificate to focus on. This PSLO should reflect one area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, to update pedagogy, equity issues, or to examine a new degree/certificate, etc.

In this section, describe your plan for assessment data to be collected, analyzed and discussed, and reported out in next year's Program Review. Your plan should identify the CSLOs that feed into your selected PSLO so that a complete data set is collected. You may choose to do this over one or two semesters. In next year's Program Review, you will be asked to summarize your SLO assessments, analysis of those findings, and proposed changes that may be implemented to improve teaching and student learning.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B1a. In the space below, insert the complete wording of the PSLO and potential reason(s) for selecting it for analysis.

Upon completion of the AS-T in Early Childhood Education, the students will be able to assess children through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching. This is a foundational skill for all students, whether earning a certificate or degree, and we want to see if we are scaffolding this skill well. We may discover we need to add a CSLO in all classes related to this and/or change the wording of the PSLO in future.

B1b. In the table below, list the CSLOs that feed up to the identified PSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen. (If this different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021
Upon completion of ECE 50, students will be able to examine a variety of observation, reflection, guidance and interaction strategies to increase children's social competence and promote a caring classroom community.			
Upon completion of ECE 63, students will be able to design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.			

Upon completion of ECE 69, students will be able to discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.			
Upon completion of ECE 69, students will be able to complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.			

B1c. When will analysis and discussion of the assessment data be completed (during next year’s Program Review is an option)? The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

The reporting out of the “closing the loop” analysts will be part of next year’s Program Review writing process. We will investigate the findings from fall 20 and spring 21 to decide where to go next.

B2: Instructional Programs without PSLOs or with Special Circumstances

If your department does not have PSLOs, you may choose one CSLO to focus on. This option may also be used if there is a strong departmental rationale for focusing on a single CSLO.

As a department, please select a course to focus on. The selected course and one of its CSLOs should reflect an area that you would like to investigate in depth. For example, your selection may focus on a course to improve student success, to update pedagogy, to analyze equity issues, etc.

For assistance with these questions, contact the SLO Committee Chair. [\[https://bit.ly/3fY7Ead\]](https://bit.ly/3fY7Ead)

B2a. In the space below, describe the rationale (such as this is not a degree-granting program, we focus mainly on non-degree courses, etc.)

B2b. In the space below, insert the complete wording of the CSLO and reason(s) for selecting it for analysis.

B2c. In the table below, list the CSLO and check the semester or semester(s) that the CSLO will be assessed and data entered into eLumen.
(If this is different than the submitted SLO template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

Complete Name of CSLO	Fall 2020	Spring 2021	Summer 2021

B2d. When will analysis and discussion of the assessment data be completed? (During next year’s Program Review is an option.) The reporting out of the “closing the loop” analysis will be part of next year’s Program Review.

B3: Non-Instructional Programs

In this year's Program Review, and in support of Accreditation, we would like a snap-shot of how your student service area plans to collect, discuss, and report assessment findings to develop best practices for teaching and student learning ("closing the loop").

Please select one SAO to focus on. This SAO should reflect an area of your program that you would like to investigate in depth. For example, your selection may focus on an area to improve student success, increase best practices, to address equity issues, or to examine a new service/program, etc. The intent is for this section to be useful for reflection to develop best practices for serving students.

For assistance with these questions, contact the SLO Committee Chair. [<https://bit.ly/3fY7Ead>]

B3a. In the space below, insert the complete wording of the SAO and potential reason(s) for selecting it for analysis.

B3b. When and how will this SAO be assessed and data entered into eLumen? (If this different than the submitted template plan, please update and resubmit the template plan. Send the updated template to mwiest@laspositascollege.edu and ahight@laspositascollege.edu)

B3c. When will analysis of the assessment data will be completed (during next year's Program Review is an option)? The reporting out of the "closing the loop" analysis will be part of next year's Program Review.

Section Three: Curriculum Review (Programs with Courses Only)

For assistance with this section, contact the Curriculum Committee Chair. [<https://bit.ly/3fY7Ead>]

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Are any of your courses requiring an update to stay within the 5 year cycle? List courses needing updates below. Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (B).

ECE 74

B. Degree/Certificate Updates [Curriculum Committee]: Are there any programs requiring modification? List needed changes below.

N/A

C. DE Courses/Degrees/Certificates [Distance Education Committee]: Detail your department's plans, if any, for adding DE courses, degrees, and/or certificates. For new DE degrees and/or certificates (those offered completely online), please include a brief rationale as to why the degree/certificate will be offered online.

We are investigating if we will offer ECE 67 & 87 & 91 in a DE format, in case we have a remote Fall 2021– we have no plans for an all-DE program or degree.